

DESCRIPTION OF ASSIGNMENT:

This assignment requires you to delve into semiotics. That is, the study of signs, symbols, and signification. You will explore the language, if you will, of signs in various forms: posters, photographs, postcards, etc. The study will center on signs associated with civil rights issues and segregation in East TN. Specifically, you will examine signs reflective of the Clinton High School desegregation movement. Additionally, you will examine your own historical background through a critical lens. You will showcase what you discover via technology.

PURPOSE OF ASSIGNMENT:

Through completion of this assignment you should develop a clearer picture of your linguistic background as well as nomenclature associated with semiotics. Additionally, you will broaden your knowledge of the effect culture has on language use. Beyond this, you will develop linguistic pedagogy and methodologies for possible classroom implementation. Completion of this assignment will aid your development as a Reading Specialist by expanding your background knowledge of language and its impact on learning.

PROCESS:

There are four basic parts of this assignment: a field trip to the Green McAdoo Cultural Center, a Capzle presentation, a group of signs representative of the civil rights time period in East TN (i.e. Clinton Twelve), and written semiotic analysis of the signs. Below are specific components you are to cover:

- Visit the Green McAdoo cultural center, complete a primary resource document analysis during visit
- Select a minimum of 8 signs relating to the Clinton Twelve integration movement
 - Signs can be chosen for various reasons (they evoke an emotion in you, that is, they make you cry, angry, sad; etc.)
 - Signs can be any medium so long as they have text (amount of text doesn't matter)
- Create a Capzle Social Storytelling account at <http://www.capzles.com/>
 - Follow directions found on the Capzles homepage for creating your account
 - Choose a background
 - Add a title
 - Insert music
- Upload the eight+ signs
- For each sign uploaded, write a semiotic analysis where you address the following questions:
 1. What does the text type, design, etc. reveal about the time period?
 2. What does a purely structural analysis of the text (i.e. sign) downplay or ignore?
 3. Who created the sign? Note: you may not know the actual person who created it, but you can describe him/her based on your interpretation of the sign itself. Based on the grammatical construction of the sign, what can you discern about the person who created it?
 4. Whose realities does it represent and whose does it exclude?
 5. For whom was it intended? Look carefully at the clues and try to be as detailed as you can. Note: it may be intended for more than one audience.
 6. How do people differ in their interpretation of the sign? Clearly this needs direct investigation. Or, on what do their interpretations seem to depend?
 7. How might a change of *context* influence interpretation?
 8. What relationships does the text (i.e. sign) seek to establish with its readers?
- Insert your Capzle "Semiotic Exploration" link into the course wiki Assignments page
 - <http://read7370linguistics.wikispaces.com/Assignments> (post on your personal wiki too)

RESOURCES:

Classroom notes & discussions and various web resources:

- <http://www.capzles.com/>

- <http://www.greenmcadoo.org/>
- <http://theclinton12.wikispaces.com/>
- http://www.uvm.edu/~tstreete/semiotics_and_ads/terminology.html

LOGISTICS:

Due date: Please see calendar for due date located on the READ 7370 class wiki
(<http://read7370linguistics.wikispaces.com/Assignments>)

Percentage of course grade and points possible: 25% of total course grade; 100 points possible